

Vermont Standards Board for Professional Educators (VSBPE) 2006 - 2007 Action Plan

(Approved at September 20, 2006 VSBPE Meeting)

VISION:

***VSBPE: Ensuring a Caring, Competent, Highly Qualified
Educator in Every Vermont Classroom to Improve Student
Learning***

GOALS:

Ensure that all routes to initial licensure and additional endorsement meet the same high standards.

Sustain, through high quality professional development and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

Increase understanding among the educational community and community-at-large of the depth and breadth of knowledge and skills required to be an effective educator.

Goal 1: Ensure that all routes to initial licensure and additional endorsement meet the same high standards.

Strategies	Action Steps	Timeline	Responsibility
Strategy 1: Continue to monitor implementation of the ROPA process for reviewing Vermont's new and existing educator preparation programs at institutions of higher education, and its efficacy in improving educator preparation programs.	<input type="checkbox"/> Continue to oversee ROPA reviews. Peer Review, Nov. 1, 2, 3, 2006 Norwich Focused Visit, Nov. 13, 2006 Johnson Focused Visit, May, 2007 <input type="checkbox"/> Review and respond to two year and interim reports. <input type="checkbox"/> Review and adapt evaluation process for ROPA.	Ongoing	HEC
	<input type="checkbox"/> Review and adopt ROPA process	Ongoing June, 2007	HEC HEC, and ROPA Design Team
	<input type="checkbox"/> Review and revise, as necessary, VSBPE policies regarding program approval, initial licensure, and additional endorsements in light of new regulations and endorsements.	June, 2007	HEC
	<input type="checkbox"/> Create additional policies, as necessary, to clarify new regulations in order to support implementation.	Ongoing	HEC
	<input type="checkbox"/> Examine the requirements for licensure portfolios of non-classroom teacher candidates (e.g., school counselor, special educator, etc.).	June 2006	HEC
Strategy 2: Continue to use and monitor ROPA process for evaluation of alternate routes to licensure.	<input type="checkbox"/> Use ROPA to evaluate Peer Review process.	June 2007	HEC
	<input type="checkbox"/> Use ROPA to evaluate alternate routes to licensure as they are developed	To be completed by December 2006	HEC
Strategy 3: Ensure that all routes to licensure in states that are signatories of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Reciprocity Contract are in alignment with Vermont's licensure standards.	<input type="checkbox"/> Ensure that signatories of the NASDTEC Interstate Reciprocity contract Section III are in alignment with Vermont's licensure standards.	Ongoing	HEC
Strategy 4: Monitor the implementation of alternate routes to licensure.	<input type="checkbox"/> Review and revise, as necessary, regulations related to alternate routes to licensure.	Ongoing	HEC

Goal 2: Sustain, through high quality professional development and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

Strategies	Action Steps	Timeline	Responsibility
Strategy 1: Monitor educator supply and demand in Vermont schools to identify patterns or causes of imbalances.	<input type="checkbox"/> Monitor emergency and provisional licensure data to identify patterns in supply of and demand for educators in each endorsement area and region.	Ongoing	TRC and ARC
	<input type="checkbox"/> Analyze and communicate data and information on educator supply and demand in Vermont to the State Board of Education and the community-at-large.	Ongoing	TRC and ARC
	<input type="checkbox"/> Collaborate with DOE staff to determine appropriate measures of supply and demand and to set up data tracking systems.	Ongoing	TRC and ARC
Strategy 2: Promote meaningful professional development opportunities that align with relicensure requirements.	<input type="checkbox"/> Review and revise, as necessary, VSBPE policies regarding professional development and relicensure in order to support implementation of new regulations and endorsements.	Ongoing	TRC and ARC
	<input type="checkbox"/> Review regulations and/or policies requiring linkages between educators' IPDP's and supervisory union and school professional development plans and school Action Plans and priorities.	Ongoing	TRC and ARC
	<input type="checkbox"/> Disseminate and promote standards for high quality professional development.	Ongoing	TRC and ARC
Strategy 3: Strengthen the support given to local and regional standards boards (L/RSBs) to facilitate greater effectiveness, improvement of operation, and integration with local, regional, and statewide professional development systems.	<input type="checkbox"/> Monitor the revision of the written guidance on operations to the L/RSBs.	Ongoing	TRC and ARC
	<input type="checkbox"/> Continue to monitor efforts of Educator Quality Team to increase capacity of L/RSBs to promote teacher quality and to increase consistency of operation and effectiveness of the boards.	Ongoing	TRC and ARC
	<input type="checkbox"/> Develop recommendations of how to promote communication and alignment of efforts between supervisory union professional development committees and initiatives and the L/RSBs.	Ongoing	TRC and ARC
	<input type="checkbox"/> Continue to collaborate with the DOE to consider possible revisions to the relicensure process, based upon the L/RSB evaluation and other feedback on the process.	Ongoing	TRC and ARC

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Strategy 4: Develop and promote opportunities to strengthen school leadership.	<input type="checkbox"/> Develop a process to encourage educators to pursue opportunities for professional leadership (e.g., National Board for Professional Teaching Standards certification, Science Teacher of the Year award, etc.) and of schools to use these educators in leadership roles.	Ongoing	TRC and ARC
	<input type="checkbox"/> Develop a process to work with the State Board of Education to develop specific initiatives to improve the quality and quantity of school leaders.	Ongoing	TRC and ARC
Strategy 5: Develop a plan to monitor and assess the effectiveness of mentoring programs.	<input type="checkbox"/> Track a process to gather data in relation to the existence of mentoring programs and/or progress toward full implementation as outlined in the Mentoring Guidelines adopted by the VSBPE.	Ongoing	TRC and ARC
	<input type="checkbox"/> Track a process to survey educators moving from Level I to II licenses.	Ongoing	TRC and ARC
	<input type="checkbox"/> Survey mentors.	TBD	TRC and ARC

Goal 3: Increase understanding among the educational community and community-at-large of the depth and breadth of knowledge and skills required to be an effective educator.

Strategies	Action Steps	Timeline	Responsibility
Strategy 1: Use all available means to publicize the role of the VSBPE in promoting educator quality.	<input type="checkbox"/> Develop a plan to carry out strategy #1.	Ongoing	TRC and ARC
	<input type="checkbox"/> Implement the plan.	Ongoing	Full VSBPE
Strategy 2: Increase outreach to the education community.	<input type="checkbox"/> Monitor progress of DOE to provide thorough and timely information to educators as to changes to state and federal regulations and requirements related to educator quality.	Ongoing	Full VSBPE
	<input type="checkbox"/> Communicate regularly with other statewide educational organizations that promote educator quality to ensure alignment of efforts (i.e., VPA, VSBA, VT-NEA, VSA, VCTE, VCSEA, VT - ASCD, VELA, VSTA).	Ongoing	Full VSBPE
	<input type="checkbox"/> Solicit ongoing dialogue with educational constituency groups regarding VSBPE policies.	Ongoing	Full VSBPE
Strategy 3: Monitor federal No Child Left Behind Act (NCLBA) requirements and work with the Department of Education in the implementation of the federal guidelines to ensure that they support VSBPE vision and goals.	<input type="checkbox"/> Work in conjunction with the DOE and State Board of Education to ensure that the state's compliance with NCLBA supports a comprehensive definition of a highly qualified and effective teacher.	Ongoing	Full VSBPE

Goal 4: Transition the VSBPE to the New Board and Panels as Described in Act 214

Strategies	Action Steps	Timeline	Responsibility
Strategy 1: Provide input to the DOE/SBE in the development of the new regulations and policies governing the reorganization of the VSBE and the establishment of the hearing panels.	<input type="checkbox"/> Provide input into regulation development and revisions by November 2006.	To be completed by November 2006	TRC and ARC
	<input type="checkbox"/> Complete policy review by July 2007.	July 1, 2007	Full VSBPE
Strategy 2: Assist in the smooth transition from the present VSBPE to the newly-organized board.	<input type="checkbox"/> Provide support and share information with new board members.	July 1, 2007	Full VSBPE

NOTES for 2008 – 2009 Action Plan -

Strategies	Action Steps	Timeline	Responsibility
Strategy 1:	<input type="checkbox"/> Continue to	Ongoing	
Strategy 2:	<input type="checkbox"/>		
Strategy 3:	<input type="checkbox"/>		
Strategy 4:	<input type="checkbox"/>		